

**QUESTION 1**

- 1.1 Fair questions, but the candidates did not handle it to well. Educators must prepare their learners by exposing them to more multiple choice questions.
- 1.2 Biological terms: Average performance by the candidates. Educators have to put a lot of emphasis on these terms and spelling of thereof. Some candidates did not know that blood is a tissue.
- 1.3 Column A and column B – average performance. Candidates confused “tissue fluid” as liquid found inside cells. Candidates linked “tissue fluid” with cells.
- 1.4 A high order question. The degree of difficulty was high. The question paper tested practical knowledge. Most learners could not answer the questions correctly.

Possible reasons and suggestions:

Transpiration experiment is not in syllabus and is a high order question. The candidates could not interpret the question and they also could not distinguish between control and experiment. Practical work was not done in class.

Practical work must be done – contact subject advisor for any difficulties with apparatus or practical work in syllabus.

Emphasis must be on the following when practical work is done:

Aim/ Results/Control/Experiment/Difference in results

**QUESTION 2**

- 2.1 Explanations are very important – also for SG. The functions of the eye could get more attention in class.

The criteria to make a drawing in Biology are very important. The candidates were credited for other criteria apart from labels.

**QUESTION 3**

- 3.1.1 Educators must make sure that biological terms are accepted only. Spelling of terms needs a lot of attention.
- 3.2 Functions of the ear need more attention. It was answered poorly by most of the candidates.

Application in regarding to the function of the ear must be done frequently.

The ways in which the middle ear is structurally suited for its function must be explained to the candidates. The middle ear's structure must be done thoroughly by the educator.

- 3.3 Educators must give the learners the opportunity to practice the skill of following instructions. The application of knowledge is also expected – they must not just give information read from the drawing.
- 3.4 Candidates must be able to explain how thermoregulation takes place in endo- and exothermic organisms by applying knowledge to examples given in question paper.

#### **QUESTION 4**

- 4.1.3 Candidates need to follow instructions in the drawing of tables. A comparison was asked. Learners did not link the differences. They did not understand the meaning of “composition”. They confused it with “structural differences”.
- 4.2 This was a higher order question. Educators must emphasize the importance of reading the information given carefully and studying the diagrams carefully before attempting to answer the questions.
- 4.2.2 Two instructions (name and explain) were given in one question. Candidates must be alert to the possibility of being given double instructions.

#### **QUESTION 5**

- 5.1 Following instructions are important – three factors were asked. Three should be given by the learner. Learners handled this question reasonably well.
- 5.2 Candidates must know the difference between “ environmental factors” and “habitat”.
- 5.3 Candidates must know the difference between “aim” and “result” of an experiment.
- 5.4.1 The candidates couldn't interpret the graph and as a result, they couldn't do the calculation. They must remember to use the given unit (in this case, g). in their final answer.
- 5.4.2 Answered poorly. Candidates couldn't explain the change in mass (in the potato). They couldn't apply their knowledge of water relations to the graph.

## **SUGGESTIONS FOR ANSWERING NATIONAL CERTIFICATE PAPER**

1. Read the questions in both languages at least twice.
2. Think carefully before answering.
3. Never leave out an answer.
4. Look at the number of marks allocated to tell you how much to write.
5. Number exactly as on the question paper.
6. Before answering look for keywords to guide you for correct answers. Make sure candidates would know how to answer questions with the following instructions:  
Study  
Name  
Discuss  
Compare  
Explain  
Describe  
Cause and effect of different situations.

## **HOW TO DRAW A DIAGRAM**

1. Use a pencil.
2. Use continuous lines (don't sketch)
3. Pay attention to the shape and scale (correlation) of individual/different parts of a diagram.
4. Labels below each other
5. Lines must touch the part involved.
6. Heading or caption must be given.
7. The size must be at least 10 to 12 lines.